102 - TEACHERS OF PHYSICAL EDUCATION: INFLUENCES IN THE PEDAGOGICAL PRACTICE OF SCHOOL DANCE TEACHING.

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doi:10.16887/87.a1.102

This research aims to identify the beliefs that influence the pedagogical practice of school dance teaching. In order to achieve this, quantitative and qualitative research was carried out based on the case study, exploratory and cross-sectional. For the data collection, the instrument was used questionnaires, applied to 17 physical education teachers who work in the high school of public schools. Among the results obtained is the belief that physical education as a discipline capable of promoting the integral formation of the student, the belief that new strategies contribute considerably to the student's learning with difficulties in certain contents, belief that content dance is Accessible to all learners. It was also verified that most of the teachers use the dance content in the daily classes, have a good knowledge about the educational beliefs and the school dance, emphasizing that, these teachers are supported in their beliefs - attitudes, values, opinions, Preconceptions, perceptions, ideologies and teaching experience - which allows us to infer that the teaching culture of physical education teachers, especially with regard to their beliefs, positively influence the pedagogical practice of school dance teaching. KEY WORDS: Beliefs. Physical Education. Pedagogical Practice. Dance. Introduction In Felix's view (1998) belief is an opinion adopted with faith and conviction based on assumptions and affective elements that show important influences on the way individuals learn from experiences and characterize the learning task. Barcelos (2007, p.18) as well as Dewey (1933) understands that the beliefs are: "... as a way of thinking, as a construction of reality, a way of seeing and perceiving the world and its phenomena, co-constructed in our experiences and resulting from an interactive process of interpretation and (re) signification. As such, beliefs are social (but also individual), dynamic, contextual, and paradoxical. " Thus, from this understanding of beliefs, we transpose such knowledge into an understanding of the beliefs of teachers and the influences they exert on the teaching and learning process of students. Corroborating with such an understanding Kudiess (2005, p. 43) states that "the teacher's way of thinking will reflect on his attitudes and decisions in teaching practice." It is inferred, therefore, that the beliefs together with the 'value judgment' attributed by teachers to pedagogical situations, make up what we can call 'their culture of teaching'. According to Neto (2003), the day-to-day activity of Physical Education teachers in public schools is not a solitary and aseptic activity. It is immersed in a world of relationships and interactions that are established between different parts of the school community. Thus, such teachers adjust their procedures and project representations, beliefs, thoughts and their material activity - their teaching culture. Physical Education is a curricular component that deals with corporal issues pedagogically in the school context. Inserted in the curriculum of ensino básico, this curricular component contributes to the overall formation of students. Corroborating with such an argument, we find in the words of Daolio (2003) that, Physical Education can be considered the area that is in charge of studying and acting on the body culture of the movement historically constructed by the human being. Among these knowledge and knowledge accumulated by humanity are: games, games, sports, gymnastics, fights and dances, the latter being the object of this study. In this context, Verderi (2000) states that Dance, associated with Physical Education, should play a fundamental role as a pedagogical activity and awaken in the student a concrete relation between subject and world. Understand yourself as a "body" that integrates you with the world around you. Thus, in the assumption that, in order to teach, the teacher needs knowledge and practices that go beyond the field of its specificity, including its teaching beliefs, we turn to the present research, with the main objective of identifying the beliefs that influence the pedagogical practice of the School dance teaching. Methodological Course The present research is characterized as a cross-sectional and exploratory case study, since it is characterized by the development and clarification of ideas, offering a panoramic view and approach of an unexplored topic, which, in our view, is consistent with The purpose of this research is to explore the revealed and underlying beliefs of Physical Education teachers in relation to their teaching practice. According to Gil (1991: 58), "the case study is characterized by the deep and exhaustive study of one or a few objects, so that it allows its ample and detailed knowledge." As for the nature of the data, it is a qualitative research, because it is concerned with the understanding and interpretation of the phenomenon, considering the meaning that others give to their practice, according to Gonsalves (2003). According to Munby (1982, 1984), qualitative research is especially appropriate for the study of beliefs. It is noteworthy that this study is part of the Project to stimulate research of the Faculty Terra Nordeste - PROINOVAR, its initial project was submitted and approved in an internal selection of Higher Education Institution (IES). It was developed in public secondary schools in the municipality of Caucaia, in the State of Ceará, Brazil. Participants in this research were physicist licensed teachers in public high schools, 14 male teachers and 3 female teachers, whose age ranges from 24 to 54 years of age. The participants' professional experience was between 2 and 35 years. As an inclusion criterion for participation in this study, it was defined that it would be the licensed teachers in Physical Education that work in public high schools in the municipality of Caucaia / Ceará. And for the exclusion criteria, it was decided not to include indigenous schools, because their ethnic peculiarities may interfere with the results of the study, those teachers who are not graduates, but already work in public high schools in the municipality of Caucaia / Ceara. The initial procedures of this study were the submission and approval by the Human Research Ethics Committee (CEP), in the Brazil Platform. In this way, the participation of the teachers was authorized, through the Instrument of Consent, signed by the Director of the Regional Coordination of Education Development (CREDE 1), institution responsible for the Management of Education in the State Schools of the Municipality of Caucaia, and, through Signing of the Informed Consent Form (TCLE) signed by the participating teacher himself. In accordance with Resolution 196/96 of the National Health Council (CNS) (1996), the researcher informed the objectives, justification, risks and benefits of participating in the research, and established a commitment to preserve anonymity, respecting the Rights, including withdrawal from participation in the study. Data Collection and Analysis The participants answered the printed questionnaire, in the room of the teachers of the school that act, at the time of the interval, in a time of approximately 15 minutes, such instrument was applied by the researcher herself. In accordance with Resolution 196/96 of the National Health Council (CNS) (1996), the researcher informed the objectives, justification, risks and benefits of participating in the research, and established a commitment to preserve anonymity, respecting the Rights, including withdrawal from participation in the study. The questionnaire consisted of the general data, containing name, sex, age, time of teaching experience, level of education and series of schooling that the Professor teaches. And, for open, closed questions (multiple choice, single answer) to identify the beliefs that influence the

pedagogical practice of teaching dance in school. The collected data were organized and systematized from the questionnaire; some of the answers were analyzed by the statistical program Statistical Program of Social ScienceSPSS, version 2007, and presented in the form of tables. Results and Discussion Participated in this study 17 high school Physical Education teachers who teach in the public school system. 17 (100%) teachers were asked about the use of dance content in their classes, the result corresponds that 12 (70.58%) of these teachers indicated the 'yes' option, however, 5 (29.41%) Marked the 'no' option. Thus, it can be inferred that from the results of Table 1, it is verified that the beliefs about the teaching of dance influence the teachers' teaching culture when dealing with this subject, since, the data indicates that little more than Half of these professionals use this content in their classrooms. On the other hand, from the 5 teachers who marked the negative option, the justification for such an attitude was requested, the responses signal the belief that 'lack of material resources' (demarcated once), 'lack of knowledge about content' (Demarcated 3 times), the 'lack of ability to work the content' (demarcated 3 times) and the resistance of the students (demarcated 2 times) interfere greatly in the application of dance content in their teaching practice. However, in a study, conducted by Brasileiro (2003) titled the content "dance" in classes of Physical Education: we have what to teach? The findings indicated that the Physical Education teachers of the state school network of Pernambuco do not deal with the content "Dance" in their classes. Only one of them resorts to it on festive and celebratory dates, and the others prioritize the sporting modalities. Table 1. Uses dance content in physical education classes Source: survey data In Table 2, the questions investigate teachers' knowledge about teacher beliefs and the teaching of school dance. Thus, it is identified that of the 17 (100%) teachers surveyed, 16 (94.11%) indicated the correct answer regarding the 'beliefs and the teaching process', and 15 (88.23%) of them answered (82,35%) answered the question about the beliefs that influence pedagogical practice, but about 'the concept of beliefs' and about 'the foundations of dance', in Both questions only 8 (47%) teachers answered correctly. Considering these results, it is inferred that, of the teachers studied, most have a great knowledge about the beliefs and the school dance, however, some of these professionals have a restricted knowledge. Considering other researches, Kleinubing and Saraiva (2009) investigated teachers' perceptions regarding dance in Physical Education at school, identifying that for several teachers this content in their training was not significant, since, the time load destined to the knowledge of this theme was Restricted to a single semester, or dividing space with disciplines that have related elements, such as rhythmic activities, folklore, among others, failing to appropriate the presented knowledge, given the lack of curricular space itself. Uses dance content Teachers N Valid 17(100%) Missing 0 Valid Yes 12 (70,58%) No 5 (29,41%) Total 17 If the answer is no, please justify the following: Lack of material resources 1 Lack of knowledge about content 3 Lack of ability to work with content 3 Student Resistance 2 School Resistance 0 Other 0 In the understanding of Brazilian (2003), to better develop dance in school, it is necessary to rethink teacher training, recognize dance as an area that has its own knowledge and a specific body language. Table 2. Knowledge of teachers about teacher beliefs and school dance teaching Source: survey data Final Considerations In concluding this study, an end point is not printed, but there is scope for a broad debate about the theme explored here. Thus, it was observed that the main objective of this research was reached, once the beliefs that influence the teaching practice of school dance were identified, in view of the response of most of the participating teachers, where they recognize the difficulties for the Teaching of dance in the classroom, however, they claim to approach it in their classes. Thus, the main results obtained are summarized: the belief of physical education as a discipline capable of promoting the integral formation of the student, the belief that new strategies contribute considerably to the student's learning with difficulties in certain contents, the belief that the Dance content is accessible to all learners. It was also verified that most teachers have a good knowledge about educational beliefs and school dance, emphasizing that such teachers are supported in their beliefs - attitudes, values, opinions, preconceptions, perceptions, ideologies and experience Which allows us to infer that the teaching culture of physical education teachers, especially with regard to their beliefs, positively influence the pedagogical practice of teaching school dance.

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BELIEFS OF TEACHERS OF PHYSICAL EDUCATION: influences in the pedagogical practice of school dance teaching.

Abstract

This research aims to identify the beliefs that influence the pedagogical practice of school dance teaching. In order to achieve this, quantitative and qualitative research was carried out based on the case study, exploratory and cross-sectional. For the data collection, the instrument was used questionnaires, applied to 17 physical education teachers who work in the high school of public schools. Among the results obtained is the belief that physical education as a discipline capable of promoting the integral formation of the student, the belief that new strategies contribute considerably to the student's learning with difficulties in certain contents, belief that content dance is Accessible to all learners. It was also verified that most of the teachers use the dance content in the daily classes, have a good knowledge about the educational beliefs and the school dance, emphasizing that, these teachers are supported in their beliefs - attitudes, values, opinions, Preconceptions, perceptions, ideologies and teaching experience - which allows us to infer that the teaching culture of physical education teachers, especially with regard to their beliefs, positively influence the pedagogical practice of school dance teaching.

KEY WORDS: Beliefs. Physical Education. Pedagogical Practice. Dance.

CROYANCES DES ENSEIGNANTS DE L'ÉDUCATION PHYSIQUE: influences dans la pratique pédagogique de l'école de danse de l'enseignement.

Résumé

Cette recherche vise à identifier les croyances Que influencent la pratique pédagogique de l'école de danse de l'enseignement. Afin d'atteindre cet objectif, la recherche quantitative et qualitative a été réalisée en Octobre basée sur l'étude de cas, exploratoire et transversale. Pour la collecte de données, l'instrument a été utilisé Questionnaires, appliqué à 17 professeurs d'éducation physique qui travaillent dans l'école secondaire des écoles publiques. Parmi les résultats obtenus est l'éducation physique croyance Que comme une discipline capable de promouvoir la formation intégrale de l'élève, les croyances Qué nouvelles stratégies contribuent considérablement à l'apprentissage de l'étudiant avec des difficultés dans certains contenus, la croyance contenu Que la danse est accessible à tous les apprenants. Il a été également vérifié Que la plupart des enseignants utilisent le contenu de la danse dans les classes quotidiennes, avoir une bonne connaissance sur les croyances éducatives et la danse de l'école, Soulignant req, Ces enseignants sont pris en charge dans leurs croyances - attitudes, des valeurs, des opinions, des idées préconçues, perceptions, les idéologies et l'enseignement expérience - ce qui nous permet de déduire Que la culture de l'enseignement des enseignants d'éducation physique, en particulier à l'égard de leurs croyances, influencer positivement la pratique pédagogique de l'école de danse de l'enseignement.

MOTS CLÉS: Croyances. L'éducation Physique. Pratique pédagogique. Danse.

CREENCIAS DE PROFESORES DE EDUCACIÓN FÍSICA: influencias en la práctica pedagógica de baile de la escuela de enseñanza.

Resumen

Esta investigación tiene como objetivo identificar las creencias Que influyen en la práctica pedagógica de baile de la escuela de enseñanza. Para lograr esto, la investigación cuantitativa y cualitativa se realizó en octubre basado en el estudio de caso, exploratorio y transversal. Para la recogida de datos, se utilizó el instrumento cuestionarios, aplicado a 17 profesores de educación física que trabajan en la escuela secundaria de las escuelas públicas. Entre los resultados obtenidos es la educación física creencia Que como una disciplina capaz de promover la formación integral del estudiante, la creencia Que nuevas estrategias contribuyen en gran medida al aprendizaje del alumno con dificultades en determinados contenidos, danza contenido Que creencia es accesible a todos los estudiantes. Fue también verificada Que la mayor parte de los profesores utilizan el contenido de baile en las clases diarias, tener un buen conocimiento acerca de las creencias educativas y el baile de la escuela, Destacando Que, Estos maestros son apoyados en sus creencias - actitudes, valores, opiniones, ideas preconcebidas, percepciones, las ideologías y experiencia en la enseñanza - lo que nos permite inferir que la cultura de la enseñanza de los profesores de educación física, especialmente con respecto a sus creencias, influir positivamente en la práctica pedagógica de baile de la escuela de enseñanza. PALABRAS CLAVE: Creencias. Educación Física. La práctica pedagógica. La danza.

CRENÇAS DOS PROFESSORES DE EDUCAÇÃO FÍSICA: influencias na prática pedagógica do ensino da dança escolar.

Resumo

Esta pesquisa tem como objetivo identificar as crenças que influenciam na prática pedagógica do ensino da dança escolar. Para atingi-lo realizou-se uma investigação de cunho quantitativo e qualitativo com base no estudo de caso, exploratório e transversal. Para a coleta de dados foi utilizado o instrumento questionários, aplicados a 17 professores (as) de educação física que atuam no ensino médio das escolas públicas. Dentre os resultados obtidos tem-se, a crença da educação física como disciplina capaz de promover a formação integral do aluno, a crença de que novas estratégias contribuem consideravelmente para o aprendizado do aluno com dificuldades em determinados conteúdos, a crença que o conteúdo dança é acessível a todos educandos. Verificou-se, ainda, que a maioria dos professores utilizam o conteúdo dança no cotidiano das aulas, possuem um bom conhecimento sobre as crenças educativas e a dança escolar, ressaltando que, tais professores estão respaldados em suas crenças- atitudes, valores, opiniões, pré-conceituações, percepções, ideologias e experiência docentes- o que permite inferir que a cultura docente dos professores de educação física, especialmente, no que se refere às suas crenças, influenciam positivamente na prática pedagógica do ensino da dança escolar.

PALAVRAS CHAVE: Crenças. Educação Física. Prática Pedagógica. Dança.